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HISTORY OF MOUNTAIN VIEW SCHOOL

By

Thelma Loudon Hayes

A Thesis

Presented in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Education

University of New Mexico

1948

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

Frank V. Holman
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June 4 - 1948
DATE

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CHAPTER I

INTRODUCTION

New Mexico ranks fourth in size and forty-fourth in population. It is one of the most sparsely settled states in the union, having an average population in 1940 of 4.38 per square mile. For this reason, maintaining adequate rural schools is, and will be for many years to come, an important problem in education in New Mexico. Over half of the schools are rural schools and have in them a large per cent of the teachers and better than 25 per cent of the children. The small rural school deserves consideration, since a large per cent of the schools are one- and two-room rural schools.

The rural school districts are now under the control and jurisdiction of the county board of education, with very limited powers delegated to the three members of the board of rural school directors, whereas in the early days the district school directors ran the school almost to suit themselves, even to the hiring of the teachers, which was the case in 1909 when the rural school the history of which is covered in this thesis was established.

I. THE PROBLEM

Statement of the problem. It is the purpose of this

study (1) to relate the unusual early history of Mountain View School; (2) to show the steady advancement in education of the local community; (3) to present the value of this undertaking in regard to adult educational and social benefits as well as pupil benefits; and (4) to determine what benefits a community derives from possessing a good elementary school.

Importance of the study. Education is the most valuable asset in human advancement and happiness and progress. For many people the rural schools of New Mexico are the chief sources of this necessary weapon; and since the rural schools have played such an important part in education, the author has consulted important financial records of a local school, has studied the wealth behind each child in this rural school, and has written a complete history of its origin and advancement during the thirty-eight years of its existence.

The pattern created in the founding of this school was later followed in forming other rural school districts in Bernalillo County. Five Points School District west of the Rio Grande River and one-half mile south of Albuquerque was patterned after Mountain View's system of establishment. The study made of this school system is important since it was one of the first rural school

districts to be formed in Bernalillo County and was studied by committees of potential school districts in planning their schools. The school was created by the people rather than by a decree of county or state authorities and was typical of the procedure followed throughout the Western states.

II. DEFINITIONS OF TERMS USED

Census Child. A census child in New Mexico is an unmarried person residing in a school district who will be six years of age and not over eighteen years of age on the first day of January following the taking of the census.

Proved up. Proved up is the government term used when granting that a person has lived on a government land claim the required length of time and has added required improvements to the property and is ready to receive the government deed, issued to homesteaders, under Federal law.

Rural school district. A rural school district in this study is an ordinary school district with less than one hundred pupils in average daily attendance.

III. SOURCES OF THE DATA

The chief sources of the data were personal interviews with persons knowing the history of Mountain View,

records of financial assessments in the Bernalillo County Treasurer's Office, records obtained from the State Budget Auditor's Office at Santa Fe, minutes of meetings of the Bernalillo County Board of Education, and county school records obtained at Mountain View School.

Supplementary information was obtained from records and theses on file at the University of New Mexico, New Mexico Session Laws, and newspaper files.

IV. METHODS OF PROCEDURE

Search of statistical records of assessed valuation was made in the Treasurer's office at Bernalillo County court house for the years 1909 through 1947.

A search of daily attendance records kept in the State Budget Auditor's office at Santa Fe, New Mexico, was made by the author.

The wealth behind each school child was computed from the average daily attendance and the district assessed valuation for the thirty-eight years of the school's existence. The graph was computed from district valuation assessments through thirty-eight years. The story part of the thesis is recorded in chronological order of events.

V. REVIEW OF RELATED STUDIES

There has been nothing written on the history or

development of Mountain View School; however, there have been a few studies made of the rural schools in general.

C. E. Brown wrote on Some Phases of Rural Education in New Mexico, a thesis in the library at the University of New Mexico. Thomas Mayfield wrote on Educational Development in New Mexico Public Schools from 1890-1930, and Rufus Palm covered New Mexico Schools from 1581-1846. Brown's thesis was a general study of rural schools of the state, and the other two were historical studies of the development of the schools as a whole. This thesis is a study of the origin, growth, and development of a particular rural school situated close to a large urban district but not immediately adjoining it.

CHAPTER II

THE COMMUNITY SCHOOL

One bright day in June, 1909, J. S. Bowers, a newcomer in the community, came to the ranch of Mr. R. W. Loudon, who resided six miles south of Albuquerque and one-half mile east of South Second Street, to talk over with him the prospects of a school for the children of the district. Mr. Loudon had at that time four school-age children for whom there was a private school on the ranch. Dr. George Gould, who had at one time been president of a girls' seminary in the state of Kentucky and who had moved to District 15, which is Mountain View district, because of its healthful environment, was employed as the teacher.

Mr. Loudon had built a schoolroom on his own ranch because there was no public school within six miles, and in those horse-and-buggy days this distance was too great for little children to travel to attend school. The coming of Dr. Gould to the neighboring ranch was a Godsend to the education of the Loudon children but made little or no provision for the other children of the community. However, Mr. Bowers had six school-age youngsters and hoped to gain Mr. Loudon's cooperation in establishing a public school for all of the children.

Mr. Loudon agreed heartily with the idea of a

community school and told Mr. Bowers that two years previonsly he had gone to the county school superintendent, who at that time was Mr. A. B. Stroup, and had tried to get a district school started. His request was denied because there was no available money to support a school in District 15, since that was before county monies were apportioned to all districts according to the number of children of school age in the district. District 15 did not pay enough school tax money to provide for the building of a school or the salary of a teacher. It was because of this circumstance that Mr. Loudon had built his own school.

However, since there were more and more families with children moving into the community, he told Mr. Bowers that he would be very willing to go with him again to the county school superintendent and see if provisions could be made to have a school for the community by September, 1909.

After talking the prospects over, Mr. Loudon and Mr. Bowers decided to call a meeting of the entire neighborhood and try to gain their support and enthusiasm. It was not a large neighborhood. One could easily ride to every house in a day, since the area covered about three by four miles, the Loudon ranch being the last house on the extreme east side of this district.

The author of this thesis, then an eleven-year-old schoolgirl and an expert horsewoman, was sent on the mission

of inviting everyone in the district to the Loudon ranch on June 15 for the purpose of discussing a community school. Since she never used a saddle, it did not take Thelma long to mount her little black pony, Boots, and hurry away to inform all of the neighbors of this great event. The author recalls very vividly the route she took while informing the people of the meeting.

The area to be covered was a three-mile-wide strip of land, four miles long, bordered on the west by the Rio Grande River and on the east by the Santa Fe Railroad. Although the district actually extended east beyond the railroad track to the Manzano Mountains, there were only two families living on the east side--the Loudons and the Johnsons. Since there was a railroad crossing adjoining the Johnson homestead, the news dispatcher chose to go to the Johnson home first, then across the track and south to Barr Station where the Schulmeister family had only recently moved. This was the last house south. Then she worked her way toward the river, coming north to the home of Gene Schyler, who had no children but who might have some day, and to the Farr ranch.

From there on north she rode in a zig-zag course, reaching all of the homes. At the home of Manuel Chavez, where there were four children, she was invited to remain to dinner. How she did enjoy that meal of tasty tortillas

and chile con carne! Mr. Chavez had a herd of beef cattle and had recently killed a beef. And do the Spanish-Americans know how to blend chili and garlic with meat to make it delicious! This hungry youngster never forgot that wonderful flavor and to this day proclaims Mrs. Chavez the best Spanish cook she has ever encountered, despite having later been in Old Mexico where the cooks are reported to be the very best.

After dinner the rider visited the Lindly home, where there were two school-age children, then visited several homes where the children were too small but would be of school age in a few years. She arrived at the Ralph Harland home about four in the afternoon, and Mrs. Harland gave her a cold glass of milk and some delicious chocolate cake. The Harlands had three school-age children and were very eager to cooperate.

Mr. Bemenduffer, who was childless, told the little girl that he would help to build a school if the others were willing.

"Uncle" Tom Phelan, whose only son was away to school, was also very enthusiastic and patted the little rider on the shoulder, telling her he would be at the meeting. Uncle Tom proved to be one of the greatest boosters for the new school.

Although the Edward Hill family had no young children,

they had a young niece, Nelle Mears, who was overjoyed with the idea of a school. She had only recently come from England to live with her aunt and uncle here.

When night came, everyone in the community had been informed of the meeting to take place at the Loudon ranch on the 15th of June--three days off.

For the next forty-eight hours the Loudon ranch and everyone on it from the cook to the shiest cowboy was busy preparing for a barbecue to be staged out of doors the afternoon of the big meeting. Mr. Loudon had the occasion planned as a surprise fiesta for the attendants. The pit for roasting the meat was dug by the cowhands and a large fat steer was butchered for the event. Mr. Loudon, being a prince of a host, had benches built so the guests could sit down and enjoy the barbecue. As this was before electricity was available at the Loudon ranch, Mr. Loudon had a carbide lighting system and had the area to be used for the party all lighted like a Christmas tree.

The meeting was held out of doors in the barbecue area, and the author recalls that fifty-nine persons were present, almost the total of the community at that time. Mr. J. S. Bowers took charge of the business and soon laid his plans before the assembly. They were:

1. To select a committee of three men to interview the county superintendent

2. To select three women, mothers preferably, to consult with a young woman who was living with Mrs. John Dolan and who had taught school in Mora before coming to District 15 as the prospective teacher

3. To decide on a location for a school

4. To ask for cooperation in the preparing of a suitable building

5. To formulate plans to raise money to build a schoolroom

Mr. Bowers had hardly finished presenting his plans when a young man named John Jacobson rose to his feet and asked to be allowed to speak. Mr. Bowers granted his request and he straightway offered his one-room cabin, which was centrally located in the district and was at the time unoccupied, for a schoolroom. His generous offer was happily accepted by the entire assembly, with loud clapping and a "Hurrah for Johnny."

This gave the meeting a new slant and Mrs. R. W. Loudon asked for the floor. She suggested that each and every one do his part to clean and prepare the room for school. She got full hearty response, and some volunteered to build the benches and tables. "Uncle" Tom Phelan was to be in charge. Mrs. Ralph Harland accepted the responsibility of the cleaning and painting and asked for volunteers to assist her. She got twenty responses.

The committee of three men chosen at the community meeting at the Loudon ranch consisted of J. S. Bowers,

R. W. Loudon, and Tom Riefsnyder. This committee assumed the duties of a local Board of Directors and were in charge of the Mountain View School District until statehood. Figure 1 on page 13 shows the present boundaries of District 15.

Since a schoolroom was now available, the committee of women chosen at this first meeting consisted of Mrs. J. S. Bowers, Mrs. Manuel Chavez, and Mrs. Ralph Harland. They were instructed to visit Miss Elizabeth Fox, who had taught school before, and ask if not demand, her services in the school.

The meeting was a great success and was closed with a barbecue feast.

The women's committee, upon interviewing Miss Fox, found that she would teach for the sum of $40 a month if one of the families would board her. It was later decided by a joint agreement of the community that different ones would board the teacher for the six months. Miss Fox had to be in California by the first week in March and agreed to teach only six months, for which services the people were very grateful.

Thus through the combined efforts of all the neighborhood, the first public school of District 15 opened on September 2, 1909, in a little lumber cabin centrally located in the school district.

Mr. Bowers and the committee had gone to the county

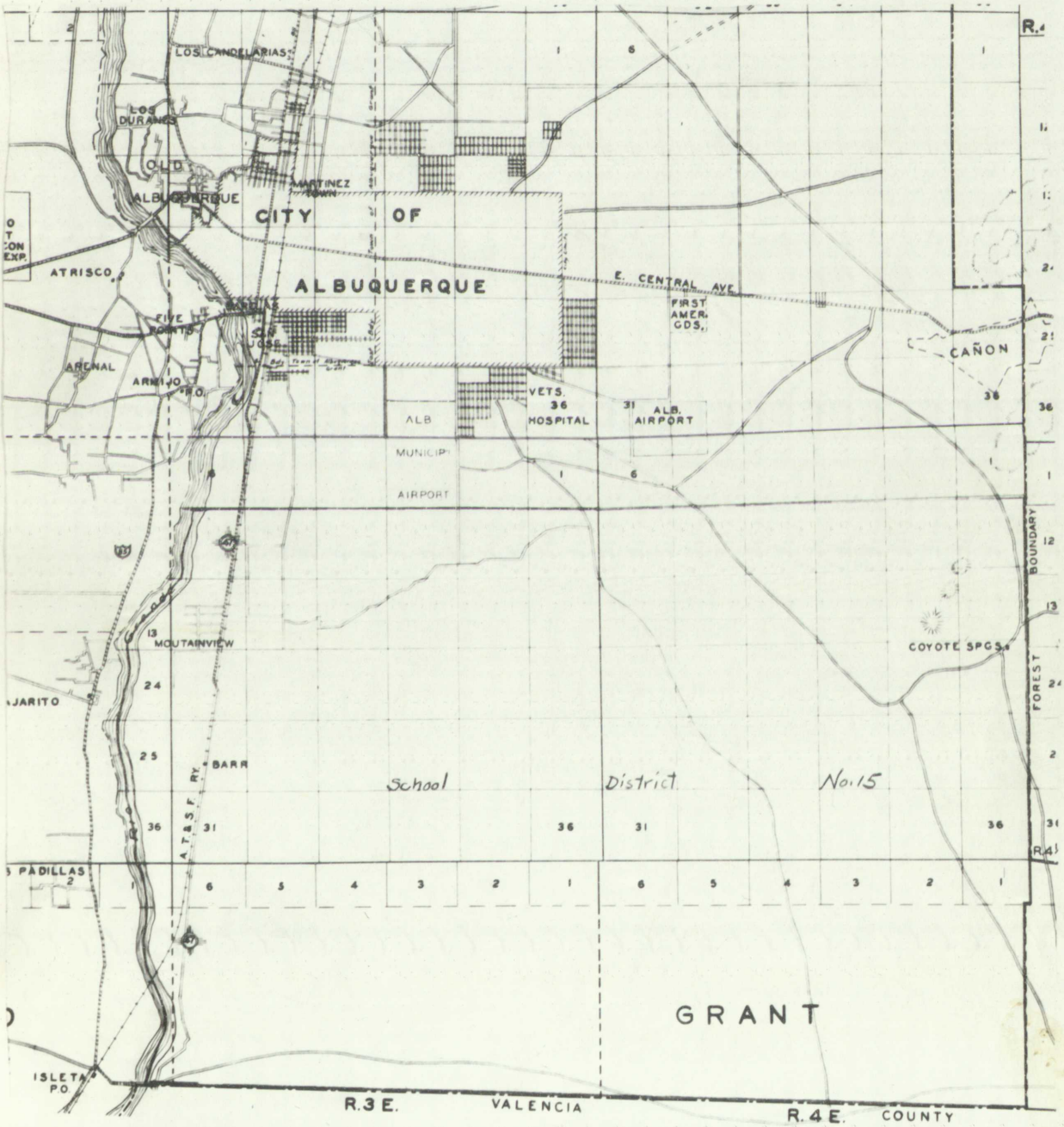

FIGURE 1

MOUNTAIN VIEW SCHOOL DISTRICT AND ADJACENT TERRITORY

superintendent and obtained the promise of $25 a month for the teacher's salary, and the district residents had agreed to pay the other $15.

The committee had also listed the necessary books that were being used in the few schools of Bernalillo County, and each family bought books and school supplies for its own children from the one and only school bookstore, Matson's, in Albuquerque.

On the first day of school, September 2, 1909, nineteen children ranging from the primary to the sixth grade registered, although the Loudon private school continued that year because Mr. Gould had already been employed before the public school was authorized. Juan Chavez, Dick Lindly, and Molly Lindly were the sixth graders; Frank Schulmiester, Ella Harland, Reva Bowers, and Fleecy Bowers were the fifth graders. Frank Schulmiester and Juan Chavez, who furnished these data, have forgotten just what grades the smaller children were in, but there were two Harland boys; Manuel, Ramon, and Pacity Chavez; Ollie, Hugh, and Mirlin Bowers; and Bertha Schulmiester.[1]

Each month a different parent provided the fuel to keep the school warm. Wood and coal were used. Sometimes

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[1] John Chavez and Frank Schulmiester, personal interviews, December 4, 1947.

neighborhood parties were given to help raise money for school extras, such as baseballs, bats, and games, for play at recess.

The school term was very satisfactory, and Mr. A. B. Stroup, then superintendent, saw the need of a district school but still could not get the board to appropriate the money for building a schoolhouse. For the school year of 1910 he did allow $50 a month while school was in session for the teacher's salary. This relieved the people of providing part of the money from their own pockets.

Mr. Jacobson again donated the schoolroom, and a Mrs. Mary Miller was hired to teach the next year. She was a widow with a small son, and it was decided by the community and approved by her that a small "lean-to" be added to the schoolroom where she could live. The members of the community again took turns in furnishing the fuel, both for the school and for the teacher.

The enrollment was much larger this year. More people with children had moved into the neighborhood and the Loudon private school was discontinued. The little schoolroom, which was only 12 by 14 feet was crowded. Children had to use window sills for tables and sit crowded on the benches. Mrs. Miller had her hands full, so testifies Naomi Loudon Carter who was then in the fourth grade. There were twenty-eight children of all grades crowded into this small room.

Something had to be done about it, so again Mr. Loudon and Mr. Bowers took the lead.

The two men went to John Jacobson and offered to buy the small house with an acre of ground so that the school room could be enlarged. Mr. Jacobson told the men he could sell the little house but would donate an acre of land for the building of a larger building. The location would be still more central and beside the public road which ran parallel with the Santa Fe Railroad and next to the right-of-way fence. Property may be dedicated for public-school purposes even though there may not be in existence a corporation in which to vest title or trust.[2]

The community again was elated by this gift and a big mass meeting was called, the people meeting this time on a Saturday afternoon at the little schoolroom. Of course they could not all get inside, so a bonfire was built out of doors. It was in the middle of January, and too cold to stand around without heat.

Again Mr. Loudon and Mr. Bowers came forward with a proposition. They offered to buy the materials themselves for the building of a schoolhouse if the others would volunteer their services for the construction work. There were

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[2] Newton Edwards, The Courts and the Public Schools (Chicago: University of Chicago Press, 1947), p. 281.

many volunteers, carpenters, bricklayers, and laborers, and it was agreed that the building should be started as soon as a plan could be drawn.

"Uncle" Tom Phelan assisted Mr. Loudon and Mr. Bowers in drawing up the plans for the schoolroom, a one-room structure built of cement blocks with a wooden floor and a corrugated iron roof. It was to be 30 by 40 feet, fronting on the road, with windows on the east, south, and west sides. The north side, where a blackboard was to be built in the wall, was to have no windows. A well was dug by the neighbors and a hand-lift pump was provided. The well was in the southeast corner of the one-acre plot of ground.

Mr. Loudon bought and paid for the lumber, doors, windows and roofing. The material was purchased from the Baldridge Lumber Company and the cost was $179.82. Mr. Loudon had the material hauled with his own teams and wagons. The cement blocks were bought and paid for by Mr. J. S. Bowers, but no record was kept as to the cost of the blocks; however, he remembers the bill to have been over $100. Mr. Manuel Chavez and Joe Lindly furnished teams and wagons to help haul the cement blocks from Albuquerque. "Uncle" Tom Phelan supervised the building of the room, and John Jacobson did the finishing work on doors and windows.

In less than three months the school was completed, including the well, outhouses, and sheds for the pupils'

horses. The room was finished and furnished and ready for use by September 1, 1911. Mr. A. B. Stroup, county superintendent, provided the desks--old ones, but good--which came from one of the Albuquerque ward schools.

The local board of directors, which included Mr. Loudon, Mr. Bowers, and Mr. Riefsnyder, met and decided upon the best possible teacher. They wanted the very best for their school, and Mr. Stroup told them of a young teacher who had recently come to New Mexico from Iowa and who had since then been widowed. She was well qualified, having taught five years in that distant state. The school board, after consulting with Mrs. Lola B. Giesler, approved of her and recommended that she be employed by the county superintendent, as the county now took Mountain View "under her wing." So it was that Mrs. Giesler became the first teacher of the new school.

Since Mrs. Giesler was a widow with a three-year-old baby girl, the Board approved of her building her own dwelling on the school grounds, with the provision that she should have it moved when the school term was over or when she ceased to be employed as teacher. As there were no transportation conveniences for teachers in those days, Mrs. Giesler decided it was best to live at the school. She hired an elderly lady to live with her and take care of the baby.

Just five days before the opening of school in the new building, Mr. Loudon was informed by a Mr. Martin Henrickson that the deed given by Mr. John Jacobson was not legal. Mr. Loudon at once called for Mr. Bowers and the two of them went to see Mr. Jacobson, who had given the deed to the acre of land upon which the schoolhouse had been built. By law Mr. Henrickson now owned a schoolhouse, since the land in question had been granted to him by court decision. Mr. Jacobson verified Mr. Henrickson's statement, and it looked bad for the community that had spent so much time and money erecting the building.

Mr. Loudon, Mr. Bowers, and Mr. Jacobson got into Mr. Loudon's Reo automobile truck, the only automobile in District 15 at that time, and hurried to Albuquerque to find Mr. Henrickson.[3] Mr. Henrickson proved to be a very generous and public-spirited person, and when he learned of all the sacrifices the community had made for the school he gave a warranty deed to the people of District 15 for the land whereon stood the newly erected schoolhouse. It was a great relief to Mr. Loudon and Mr. Bowers, as they had taken it upon themselves to attempt to straighten out the land tangle before the rest of the community learned about the change in ownership of the land.

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[3] John Jacobson, personal interview, January 10, 1948.

School had begun and was going beautifully for a week before anyone knew the truth about the land deed. On September 11, Mr. Bowers called a meeting of all the neighbors at the schoolhouse, and at that meeting he described the complication and told how he and Mr. Loudon had diplomatically handled the situation without worrying the rest of the community with it. There were cheers of thanks to Mr. Bowers and Mr. Loudon for their good work and a vote of thanks and appreciation to Mr. Henrickson for his generous donation. The ladies of the community had prepared sandwiches and cake, and coffee was prepared on a campfire outside. A gala time of dancing and fun followed; for the people had agreed that this schoolhouse, built with the sweat of their brows and Mr. Loudon's and Mr. Bowers' money, was to be a recreation center as well as an educational center.

The next meeting held in the new schoolhouse was hat of the local Literary Society that had been organized by Mrs. John Dolan and had up to this time met at different homes in the community. It was now decided by the members that the schoolhouse was the proper place for the meeting and all members had agreed and accepted this new meeting place. This meeting was held on September 30 and was called to order by its president, Mrs. John Dolan. Nellie Mears was secretary. The minutes of the previous meeting were read and accepted, and the new business of deciding on the

schoolhouse as a permanent meeting place was in order. There were forty-one members present, as recorded in the diary of the author of this thesis.

A program followed in which Mr. Edgar Ross recited "Laska." Nellie Mears told of her trip over from England, and Thelma Loudon read a paper she had prepared on the successful trapping of coyotes. Mrs. Giesler, the school teacher, read a prepared outline to be followed by the society for the next three meetings, one item being the selection of a name for the school. The names were to be proposed and one selected at the next meeting. Mr. R. W. Loudon recited "Hell in New Mexico," and Mr. O. B. Clark presented a short review on Scott's Lady of the Lake. The meeting closed with refreshments.

October 31 was Hallowe'en and the next scheduled meeting of the Literary Society. The club members decided on a social meeting for that night, to which everyone came dressed in "tacky" ill-fitting clothes. The only important business before the meeting was the name to be selected for the new school. Ella Harland had suggested "People's School," and Claudia Riefsnyder, "Our Progress." Thelma Loudon, then a thirteen-year-old schoolgirl, suggested the name "Mountain View." Discussion followed and the names were to be voted upon. It was moved by Mrs. Walter Peck and seconded by Tom Phelan that each person present write the desired name

on paper. "Mountain View," the name suggested by the author of this thesis, was the one receiving two-thirds of the votes, which numbered 113 in all since the school children were also allowed to vote. The rest of the evening was devoted to a grand time of dancing and fun-making.

The new school was a great success under the directorship of Mr. Loudon, Mr. Bowers and Mr. Riefsnyder, with the cooperation and excellent tutoring of Mrs. Lola B. Giesler. By Christmas time the pupils showed marked progress and a very keen interest in their school. As far back as that date, 1911, Mrs. Giesler used the experimental and student self-directing methods. She taught the children to recognize that they had a problem to solve just by being "people." She taught them how to help themselves in study. Of course she used textbooks, not as merely static assignments but as a means of finding out how to solve problems. The school was very progressive for its time under her capable instruction.

There were two advanced pupils, Robert and Thelma Loudon, who wanted some instruction in high school subjects and Mrs. Giesler willingly burdened herself with it. The pupils proved to be a great asset to her in that they contributed greatly in the instruction of the younger children. Mrs. Giesler stated that she could not have so successfully handled so many grades had it not been for

the assistance given by these pupils in teaching the other grades.

Mrs. Giesler proved to be a well-versed young woman with many potentialities and a wide wealth of knowledge. She taught the older Loudon children botany, zoology, ancient history, and literature. In return for this extra burden, the children assisted her in the teaching of the smaller children. The school had thirty-two children in all from the primary through the ninth grade, and the year was very successful.

For the Christmas program Mrs. Giesler's students presented a cantata in which all members of the school had a part. The schoolroom was packed on Christmas Eve when this program was presented to parents and members of the community. There was also a large Christmas tree for all and a filled stocking for everyone present. The necessary money had been collected several weeks before through a box supper sponsored by the parents and donated for the Christmas fiesta.

When school again opened after the Christmas holidays there was a slight increase in enrollment. Two native boys from the Santa Fe Tie "Pickling" Plant were given permission by the local school board to attend the school, although they did not belong to District 15. It is mentioned here because it was a forerunner to an extended permit for the

children of American citizens of the Tie Plant to attend Mountain View School during later years. The school provided by the Santa Fe Railroad for the children of the employed personnel was almost entirely composed of the children of laborers from Old Mexico who were working for the company. Both Spanish- and Anglo-American children were transported to the Mountain View School by a bus provided by the Santa Fe Railroad Company.

Mrs. Giesler resigned the following year, 1912-13, because she was offered a better-paying position at Berrillos. She sold the lumber from her little house to Mr. O. B. Clark, who had bought the Sebaum place directly west and south of Mountain View School.

The Loudons moved to Albuquerque, and there was no further need for the teaching of high school subjects at Mountain View.

Summary. The Mountain View School originated from a desire of the people of the community to have a local school for the education of their children. They voluntarily undertook to establish and maintain it by a pooling of private resources and in cooperation with the county authorities. The latter did not have sufficient funds to maintain the school had they so desired, but the community willingly made donations of materials, labor, and money to provide

the school and to pay the teacher. It was therefore only a semi-public school.

The people of the community desired to make the school a social center as well as a school. Many social activities were held there and the school became a place of amusement and entertainment as well as an educational institution. As will be shown later, this tradition has come down to the present time.

CHAPTER III

THE COUNTY SCHOOL, 1912-1937

In 1912 the Territory of New Mexico became the State of New Mexico. During the next twenty-five years the Mountain View School was operated as a county school known officially as District 15. Mr. Alvin White of Silver City was elected State Superintendent of Public Instruction and he was interested in better rural schools. He saw to it that the needy local districts received a portion of the state monies provided by the Federal government from grazing leases, oil leases, and mineral rights. These monies were apportioned according to the number of children of school age in each district. Consequently, District 15 received some aid from state school funds.

Mr. Antanacio Montoya was elected County Superintendent of Schools in 1912. He too was interested in better rural schools. He called a meeting of the board of directors of District 15 and after discussion it was decided to allow the county to accept full responsibility for the operation and control of the Mountain View School. The only reservation was that the people of the community should continue to have the use of the schoolhouse as a social center. The people continued to regard the school as theirs although it was under the operation of the county authorities.

The certification of teachers at that time was in the hands of the county board of education and the requirements were very low. Any person who had completed the seventh grade and who could pass an examination in the common school subjects under the county board might receive a certificate to teach in the public schools.

Miss Edna McChesney taught the Mountain View School for the first two years after statehood. The children of the tie plant continued to be transported to Mountain View. The growth of population was such that the enrollment increased sufficiently to justify the employment of two teachers in 1914 and Miss Hazel Wolfe was employed to teach the upper grades while Miss Edith Kendall was placed in charge of the lower grades. The records show that only thirty-six children were enrolled in 1915 but the county authorities thought this was enough to require the services of two teachers, since the children were distributed through eight grades. Miss Wolfe taught grades four to eight and Miss Kendall grades one to three. The school continued to have two teachers until 1919 when a third was added because there was a considerable increase of school funds due to rise of land values after the war but there was no marked increase in the enrollment. In 1921 the teachers and county superintendent agreed that two teachers were sufficient and the funds were divided between the two to secure an increase in their salaries.

During this period the community had been giving socials and dances to raise money for a new hardwood floor to be put into the original schoolroom so that dancing could be more pleasurable. Mr. R. H. Myers was entrusted with the keeping of the money.[1] When the sum of $400 was reached, a new floor was bought and laid by the local people. Mr. Tom Phelan was chief carpenter, and with the assistance of other members of the local community the beautiful new floor was nicely laid and a big dance staged to celebrate the occasion. The community also gave enough money to pay for the installation of electric lights. This was truly a gala occasion, as an electric heating plate was also installed so that coffee could be made inside the building.

The year 1918 was a very busy one for the ladies of the community as well. The war had taken many of the young men away from the farms and ranches, and the women took over. Besides this, a Red Cross sewing club was organized by the Albuquerque Red Cross president, and Mrs. John Dolan was elected president of the Mountain View club. The ladies knit sweaters for the soldiers and gave benefits to raise money for the needy families of the war dead. Most of the meetings and socials were held in the schoolhouse, although some were held in private homes. The Literary Society was

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[1] Mrs. R. D. Myers, personal interview, January 4, 1948.

broken up and replaced by the activities of the Red Cross and war duties.

Because Mr. R. W. Loudon was away to war, the board elected Mr. Walter Peck to take his place on the school board during his absence. Mr. Loudon was wounded in service and never accepted membership in the local board again.

The school was now well on its way and any interested person could run for election if nominated as a board member, as the county had taken over the district school in 1912. The local district board could no longer hire the teachers or janitors; all they could now do was to recommend.

Salaries for teachers were now on the uptrend, and the principal received $100 a month for twelve months. A beginning teacher received $900, and one who had three years of teaching experience received $1020 a year.

The year 1920 marked the first schoolhouse improvement with county funds. Mrs. John Wilson had been elected county school superintendent and under her keen management Mountain View gained an additional schoolroom and a small kitchenette. Mrs. Wilson remembers that the material for this room cost the county $4,500 and the labor cost $90. She recalls that the community helped with carpenter work and the yard improvements. The people also furnished the labor for the digging of the basement under the added room, wherein a steam boiler and radiator heating system were

installed. Underground pipes were laid from the well and drinking fountains were installed since a new pressure pump had also been put in. Mrs. Wilson does not remember exactly the cost of the pump and the heating system, but believes it to be about $1,135. It surely marked an improved era in the history of Mountain View.[2]

Mrs. Wilson, who was first president of the State Parent Teachers Association in New Mexico, organized the Parent Teachers Association in the county schools. The one at Mountain View was organized October 3, 1920, with Mrs. J. S. Bowers as the first president.

Mrs. Wilson provided a stove for the kitchenette and the teachers prepared hot drinks for the children's lunches, the money having been provided by the community by giving benefit socials. The money was turned over to the principal, who bought the necessary supplies for the hot drinks--chocolate, cocoa, milk, and sugar. The children furnished their own cups and washed them in water heated in the kitchenette. On some days the teachers prepared hot soup for the children.

In 1919 Mrs. Wilson and the county board employed an experienced teacher from out of state for principal, a Mr. Scyler who served in that capacity for three years, after which the school returned to a two-teacher status. A small

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[2] Mrs. John Wilson, personal interview, January 7, 1948.

electric two-plate stove was added, and the community furnished the money for the children's hot lunch, which was prepared by the teachers and served in the schoolroom.

The war was now over and community life was on a more stable footing. Many new people moved into the neighborhood and a Farm Bureau was organized by J. L. Philips, who became its first president. Many interesting and educational meetings were held at the schoolhouse. The new water system and electrically equipped kitchenette were very useful for the social part of the meetings, as hot food was prepared for many of these meetings.

On June 16, 1920, the county board met with Mrs. Wilson and let a contract for building improvement for the Mountain View School at the amount of $4,500.[3] Bonds for the project were floated and the bonds were sold to Bosworth and Chanute.[4] On August 28, 1920, a contract for the furnace installation for Mountain View was let, the amount being $1,135.40.[5]

There was some friction between the Farm Bureau and the Parent Teachers Association, which had entirely absorbed the remnants of the old Literary Society. These two

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[3] Minutes of meetings of Bernalillo County Board of Education. Unpublished. Book I, p. 40.

[4] Ibid., p. 41.

[5] Ibid., p. 40.

organizations tried to outdo each other socially in every way. The Parent Teachers Association would give a benefit for the hot lunch or Red Cross, and the Farm Bureau would give one just a little better, or vice versa, until there was much envy and some discord resulting. Because of this friction, the most spirited school board election in the history of the school took place in November, 1920. The committee on the Parent Teachers Association side persuaded every one of their friends and members who were eligible to vote to be at the polls. The Farm Bureau did likewise. The polling was the largest ever registered at Mountain View. The Parent Teachers Association candidates won, and for some time the people of opposite organizations did not speak to one another. The school suffered from this frictional atmosphere until Mrs. Loudon took it upon herself to call a mass meeting of all the community, disregarding the faction to which they belonged. She appealed to them and their decency to forget differences and be one people united for the benefit of all concerned as they had been until jealousy and desire for power had separated them. Mrs. Loudon, in her sure, firm voice, took charge of the meeting. There were many present from both factions; but, through her dignity and diplomacy, Mrs. Loudon reorganized the people of the community in general. The ugly situation passed on in time, as did the Farm Bureau and the Parent Teachers Association.

Neither faction was in control after that, and interest in each organization waned. Fewer and fewer people attended the meetings of the Parent Teachers Association and it was finally dropped. The Farm Bureau continued for a year or two and in due time was absorbed by the combined efforts of people who had belonged to opposing factions.

For many years there were community parties and socials given in the schoolhouse, but they were given as community affairs only and not as the effort of some separate organization. An improved spirit of cooperation was engendered. Community hot lunch benefits and social dances are still held in Mountain View School, and the floor the people themselves laid for dancing purposes is still as good as new, still intact, although there have been many improvements made and rooms added to the original schoolroom.

November, 1920, marked another change in school administration when Irene Burke was elected county school superintendent. Miss Burke had a special interest in Mountain View since she had been spending summers with her uncle, Tom Phelan, in the community since she was a small child and knew the history of this community almost as well as those who had always lived in it. Miss Burke remembers when the community was known as "Lagunitas" because of the surface water engulfing so much of the bottom land on the east side of the Rio Grande River in this location. In those days there

were no modern roads, and she tells of the water in the surface lakes that lay between Albuquerque and her uncle's ranch being so deep that it would enter the bed of the buckboard as the horse-drawn vehicle in which she was riding waded to the only high spot in several miles on which stood the Phelan house.

When the river was high and a rainy season present ("Oh, yes," says Miss Burke, "it really did rain back in those days,") it was impossible to reach her uncle's premises unless one had a boat. Things have changed since then; the Middle Rio Grande Conservancy District, organized in 1926, remedied the surface water situation, and the Phelan ranch may now be reached by way of the main improved road through Phelan Lane which runs directly west from Mountain View schoolhouse to the ranch.

Miss Irene Burke took over her duties as county school superintendent in January of 1921, and Mountain View was the first school that she visited. She found it well organized and operating smoothly, since it had been improved under Mrs. Wilson's administration, and the three teachers who were employed were very good. Since Miss Grayson did not return as one of the teachers, a Mr. Scyler was given the principalship and Miss Emma Garicks was employed as the primary teacher. Miss Naomi Loudon taught the intermediate grades, and the school with an enrollment of fifty-five pupils got under

way harmoniously.

Miss Emma Garricks and Miss Naomi Loudon were local girls; Miss Garricks, however, had moved to the community after she was through the eighth grade and did not attend Mountain View School as had Naomi Loudon, who was one of the pupils in the original school.

Miss Burke took a keen interest in the welfare of the Mountain View community and helped in the entertainments staged for the purpose of raising money for school lunches and library books. Her good friend, Cecilia Murphy, from North Fourth Street School, had a school orchestra. Miss Murphy would bring the orchestra out to play for dances and entertainments for the raising of school funds.

The motor of the pressure pump for the school's water became faulty during Miss Burke's administration, and she had a new one installed. She also added a basketball court to the school equipment and improved the school grounds by having gravel hauled and the low muddy places in the school yard filled and leveled. The gravel was a great help in keeping mud out of the school during wet weather. The gravel was donated by the Loudon ranch and the county paid for the trucking and distribution to the school grounds.

The election of 1922 again placed Atanasio Montoya in the chair of county school superintendent and he had no more interest in Mountain View than he did in any of the

other Bernalillo County schools. Not that he neglected his duty to Mountain View, but he saw to it that Mountain View did not receive any more than any other school. Up until now Mountain View was a "favored child," but Mr. Montoya did not approve of the dances and tried to forbid them. He was overruled by a petition drawn up by the people of the community and finally gave his consent for the schoolhouse to be used for socials as had been the custom.

Whether it was because the social use of the schoolhouse was so nearly prohibited or the fact that the new floor was such a great invitation for social affairs, there followed a series of dances and socials that almost topped the all-time high of 1911-1912.

At this time the community was becoming interested in the drainage project that was being promoted by the formation of the Middle Rio Grande Conservancy District, and a Conservancy Club was organized. Meetings of the club were held at the schoolhouse and socials were given just for the fun of people getting together.

The county board did not see fit to continue the hiring of three teachers for the year 1922-23, and when Mr. Montoya went into office the teacher personnel was cut to two. The hot lunch project was continued, and the Mothers' Club gave a series of box suppers to raise the necessary money for the school lunches and for the salary of a cook

who prepared the lunches for the children. Mrs. Sofia Hartline was employed as cook and janitor for several years.

Marie Balling was elected county school superintendent in 1926. Emma Garricks and Fay Bowers were retained as teachers. In the fall of 1927, Mrs. Lola Giesler returned to Mountain View as teacher, assisted by her daughter, Rosamond. She sponsored a tree planting project for the school in 1928-29. Mountain View was growing and had now an enrollment of forty-two children with an average daily attendance of thirty-six.[6] The school census for that year showed eighty census children in the district.[7] Mrs. Giesler was now teaching children of parents she had taught in 1911. The parents came often to see the former teacher who had returned and took much interest in the school activities. Mrs. Giesler asked as a favor that someone would volunteer to add more gravel to the surface of the school grounds and the service was gladly rendered by members of the community who had once been pupils under Mrs. Giesler and who now had children attending the school.

In 1929-30, Miss Dell Bowers, a former pupil of Mountain View, was employed as teacher along with Miss Louise Sanchez. In 1930, Hilario Gonzales was elected county

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[6] State Budget Auditor's Records, Book I for 1928-29. (Santa Fe, New Mexico, Capitol Building), p. 28.

[7] Loc. cit.

school superintendent and retained Miss Bowers and Miss Sanchez as teachers for the duration of his term, which was only two years.[8]

No marked changes took place at Mountain View during this period, but it showed a gradual increase in school child population. The year 1930-31 records an enrollment of forty-five pupils with a census of ninety-nine.[9]

Margaret Easterday was elected county school superintendent in 1932 and was vested with the responsibilities of that office from January 1, 1932, to December 31, 1936. During Miss Easterday's term of office an additional acre of land adjoining the school site was purchased from Mr. and Mrs. Charls Henrickson for the price of $50.[10] The additional acre enlarged the playground and made room for a baseball diamond.

During the year 1933, S. P. Nanninga bought the old Sweeney and Lopez properties about two and one-half miles south of the schoolhouse and has now established his home in the community. Doctor Nanninga is Dean of the College of Education at the University of New Mexico.

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[8] Bernalillo County Minutes, Book I. County Court House.

[9] State Budget Auditor's Records, Book I, 1930-31. Santa Fe, New Mexico, Capitol Building.

[10] Charls Henrickson and Lillie Henrickson to Bernalillo County Board of Education. Warranty Deed Book 146, p. 186.

Dr. J. W. Diefendorf, professor of Secondary Education in the University of New Mexico, has also purchased property adjoining the Schulmeister and Nanninga farms.

Summary. During the first twenty-five years of statehood in New Mexico the Mountain View School was operated as a county school and supported from county and state funds. These were supplemented by small amounts raised by community socials and turned over to the schools. The people continued to regard the school as a community center and held many social gatherings there. The school had two teachers for the greater part of the period but from 1919 to 1921 it had three teachers. The teacher turnover during this period was almost completely each year. A few of the teachers remained in the school for two years. Mr. Scyler taught for three years and Miss Emma Garricks for five years.

CHAPTER IV

ATTEMPT AT CONSOLIDATION

The year 1937 marked a period of improvements both in the school and in the district in general. The depression was over and new people were buying land in the community. In fact, the old Dick Schreiber ranch of 160 acres was plotted into home sites and a village was started. Its location was one mile north of Mountain View schoolhouse and just east of the Santa Fe railroad. Mr. B. H. Kinney, of the Kinney Brick Plant, bought most of the Schreiber place and had home sites planned and houses built on these sites. The sites sold almost before the houses were built. Many people bought homes and their children increased the enrollment of Mountain View School.

Since there was a large demand for bricks because of the extensive building projects, Mr. Kinney built small homes for his laborers, and their children went to the district school. This fact is mentioned here because of a petition for consolidation that was circulated later bearing names of people who did not own property in the community. The petition was presented to the county school authorities and as a consequence the school was almost removed from Mountain View.

When Mr. Tom Wiley was elected county school

CHAPTER IX

AFFAIRS AT CONSOLIDATION

superintendent in 1936, a program to consolidate schools was in progress. Mr. Wiley, thinking it best for educational advantages, was in favor of consolidating Mountain View with East San Jose and transporting all of the children from Mountain View to San Jose by bus. Mr. J. S. Bowers, then a member of the county board, also favored such a move, as did the other members of the Board of Education. During the summer of 1937 a petition to have Mountain View School discontinued and have the children transported to San Jose by bus was circulated among the parents of children attending Mountain View School, many of whom did not own any property in the community. They signed favorably and the petition had gained almost enough signatures for acceptance before the land owners of the community heard about the desired change. In other words, the county superintendent and the county school board tried "to pull the wool over the eyes" of the landowners and remove their school without even consulting the old established members of the community.

Juan Chavez and Charley Phelan, however, heard of the consolidation scheme in time to notify the rest of the community. A hard-fought battle followed. A mass meeting was called and the majority of the property owners of the community met at the schoolhouse and drew up a counter petition to retain the school. The property owners did not want their school taken away and they let the

superintendent and county school board know of it in no uncertain terms. The superintendent was invited to the mass meeting and he admitted that he was made very uncomfortable by accusations fired at him and the board. It followed that the petition signed by the property owners overrode the first petition by a large majority and the school was retained. Mr. Wiley realized then how much the people really valued their local school and wished to improve it in its original location, but the people had become so angered at him and at the county board for the attempted removal of the school that they were afraid to trust Mr. Wiley's judgment and consequently objected to the W. P. A. improvement plan which was in progress.

The additional room which was built in 1920 was in poor condition and Mr. Wiley wanted to destroy it and rebuild a better room, but the people were afraid of the word "destroy," as they thought it only an excuse to attempt again the removal of their school. Another mass meeting was held and several members of the community argued with Mr. Wiley in a very pointed discussion. He had a difficult time trying to persuade them of his real intentions. The meeting became so heated and the members so angry that it was decided to adjourn before a fist fight or something even worse resulted.

Mr. Wiley stood his ground and the old room was torn

down and a new and better one built in its place. At this same time a new kitchenette was built in the rear of the building fountains were installed, and new rest rooms built. This improvement was sponsored by the Government at a cost of about $3,000.

The years 1938 to 1944 showed a gradual increase in school enrollment and census children. However, the year 1944-45 showed a decrease from an average of seventy-nine pupil attendance to sixty-five. It is believed that the flow of workers to the war plant areas was the cause of this drop in pupil attendance, because in 1945 the enrollment was again back to seventy-eight average.

In 1940 Miss Caroline Schmidt was elected county school superintendent and the war period showed a fluctuation in attendance. Many people were on the move owing to war conditions and employment opportunities at war plants. Some of the best teachers quit teaching and worked in munition factories and airplane construction plants; some joined the armed services. Miss Schmidt and the County Board had a hard time keeping good teachers. However, Glenn Simpson and Blanche Fleming remained at Mountain View and this particular school did not suffer from lack of good teachers as did some of the other schools in Bernalillo County. When Mr. Simpson left in 1942 he was replaced by another efficient teacher, Corrilla James, who remained

as teacher with Blanche Fleming for the duration of the war.

In 1944 the soil erosion projects were introduced and promoted by the Government, and Mr. Cecil Pragnell was instrumental in organizing the Tijeras Soil Conservation District on February 28, 1944, in the Mountain View community. Joe Schwartzman was its first president. The meetings, both business and social, were held at Mountain View schoolhouse. The club is still in existence. Mr. Joe Schwartzman, of the Schwartzman Packing Company, is its president. George Barte, E. V. Logan, and R. L. Conroy were elected supervisors. At a meeting of the organization at Mountain View School in November, 1944, Doctor S. P. Nanninga was elected supervisor following the death of Mr. Conroy. George Barte has since passed away and Lee, his son, was elected to fill the vacancy.

In 1944, Mr. Cecil Pragnell, Bernalillo County Agricultural Agent, bought a home and thirty acres of land about one mile west of Mountain View schoolhouse on Phelan Lane.

Mr. Wiley was again elected county superintendent in 1944. This term of office marked a great improvement for all of the county schools. Under his efficient management monies have been appropriated through action of the board and improved school buildings have been built. Mountain View has received additional school building space costing $10,000, consisting of two new rooms 23 by 33, a large hall,

and a new lunch room. Miss Rosamond Giesler was chosen as principal of the school in 1947, with Mrs. Romero and Mrs. Bradford as assistants.

In February, 1948, the Bookmobile visited Mountain View for the first time. Miss Giesler arranged for it to visit the school every month for the ensuing year, including vacation time, when the Bookmobile visits the school on Sunday when the Sunday school teachers are present and accept the books and distribute them among the children of the community.

Miss Giesler is sponsoring a beautified school ground program and has in her school an enrollment of 102 pupils.

A church site has been donated to the community adjoining the school property on the south just across Phelan Lane. This site was donated by Louise Loudon Tarter in memory of her mother, Mrs. Ida Loudon, one of the community's pioneer members. Protestant Sunday school meetings have been held at the schoolhouse for many years.

CHAPTER V

FINANCE

The history of a school district should include the ability of the district to support a school. Therefore the author has obtained the assessed valuation of the county and district for the years 1909 to 1947 inclusive and the average daily attendance of the school. By dividing the assessed valuation of the district by the average daily attendance, the wealth behind each child in school has also been determined and listed on a separate sheet. Beginning with the year 1909 the wealth behind each child is presented for every year up to and including the year 1947.

The assessed valuation of the district in territorial days was much less than the assessed valuation of the district today. One reason is that the Government owned much of the land in the district and no taxes were paid on it. This land was open to homesteaders. Many of the homesteads were proved up and deeds issued to the homesteaders. A valuation put upon the homestead came into effect soon after New Mexico became a state. The assessed valuation of the district showed a steady increase for the years 1909, 1910, and 1911. The valuation rose from $70,842 in 1911 to $96,842 in 1912. The year 1914 also showed a great increase in valuation. The records show in 1913 an assessed valuation

of $96,987 and in 1914 an assessed valuation of $296,987.[1] The valuation showed a slight fluctuation during the year 1918 to 1921, a decisive increase in 1922, dropping again slightly in 1923, with a much greater drop in 1924. In fact, the drop was from $465,290 in 1923 to $426,982 in 1924.[2]

The year 1930 showed the greatest assessed valuation of all the thirty-eight years covered by the study, it then being $527,416. It seems that the whole state was assessed highly for that year; the County of Bernalillo in general showed an increase of more than five million dollars from the preceding year, an increase of $5,467,900.[3] There was a decrease in valuation during the next two years, but not very pronounced. The year 1933 showed a decided drop of $6,080,724.[4] The following years reflected a rather steady increase, with no abrupt drops or increases in valuation.

Some of the data were torn from the record books for the years 1909-1911 and the tax levy for those years was not recorded. There was an omission of the district valuation for 1925 and a failure to record the tax levy and

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[1] Bernalillo County Assessments, Treasurer's Office, Assessment Records, 1913-1914. Warrant sheet, back of book.

[2] Ibid., Book 1923-1924.

[3] Ibid., Book 1930.

[4] Ibid., Book 1933.

the amount of taxes collected for the district in 1937.

The record books for 1922 and 1923 are in almost unreadable condition, with hardly an undamaged page in the book. They are badly in need of repair, and many of the record books show the effects of much handling.

Table I, on the following page, shows the assessed valuation of the Mountain View school district each year from 1909 when the school was first opened to 1947. It also shows the tax rate and the amount of money collected from the district. The same figures for Bernalillo County are presented to show how they compare. Both financial figures for the district and the county have bearing on the educational program of the Mountain View School. The assessed valuation of the Mountain View district shows how well the district could supply a suitable building and equip it. The laws of New Mexico do not permit a district to become indebted or issue bonds for schools to exceed 6 per cent of its assessed valuation, while the county assessed valuation can be taxed to maintain schools in the county. It is generally true that the districts in New Mexico supply the money to pay for buildings and equipment, while the maintenance costs come from the county's general property tax and state funds.

It is interesting to note, however, that the figures show that during the first year of Mountain View's existence

TABLE I

ASSESSED VALUATION OF DISTRICT 15 AND TOTAL OF BERNALILLO COUNTY, YEAR BY YEAR

	District 15			County		
Year	Assessed Valuation	1 Mill Rate	Amt. Tax Collected	Assessed Valuation	1 Mill Rate	Amt. Tax Collected
1909	$ 65,782	---#	$ 51.95	$ 360,425	---#	---#
1910	66,055	---*	52.00	454,798		
1911	70,842	---*	66.00	997,020	---*	---*
1912	96,842	.01	872.40	11,009,672	.02849	$ 96,410.00
1913	96,987	.005100	412.82	12,194,502	.018490	87,019.00
1914	297,842	.005000	510.16	13,694,672	.016470	94,027.00
1915	300,000	.008920	182.98	13,782,930	.017310	90,428.00
1916	435,802	.007000	237.29	14,101,726	.007320	96,420.00
1917	454,902	.002000	849.93	15,676,134	.001210	112,420.00
1918	453,105	.000200	90.62	15,297,450	.001010	100,322.00
1919	464,215	.000200	No Tax	15,033,789	.001164	174,993.50
1920	455,183	.003000	247.91	15,355,100	.010573	162,349.47
1921	456,279	.001860	848.68	15,159,206	.010610	161,138.06
1922	466,280	.001870	871.95	16,443,284	.011477	188,719.47
1923	465,290	.001847	886.95	17,872,900	.010477	198,619.02
1924	426,982	.001740	750.48	18,509,260	.010190	179,448.15
1925	Omitted	.003530	1,517.22	18,690,165	.011885	208,300.30
1926	427,120	.001246	532.19	18,751,170	.013500	253,140.79
1927	427,030	.002350	1,003.52	20,000,000	.013500	154,312.30
1928	429,610	.004390	1,886.00	19,564,195	.013500	264,116.63
1929	433,796	.005820	2,524.68	20,305,792	.015139	307,407.01
1930	527,416	.004730	2,474.69	25,773,492	.013980	357,478.35
1931	476,200	.003260	1,552.41	25,328,390	.019102	402,898.70
1932	474,435	.006700	317.87	24,531.545	.018100	351,073.62
1933	428,008	.017750	749.00	18,448,821	.018018	332,411.00
1934	420,894	.007800	92.00	18,923,340	.018370	389,037.00
1935	421,269	.008600	362.00	18,899,238	.019590	370,239.00
1936	435,777	.009000	305.00	18,854,396	.019560	368,792.00
1937	434,055	---	---	19,475,569	.019467	379,130.90
1938	419,689	.001059	440.69	20,240,032	.017736	359,864.00
1939	420,683	.003500	1,472.39	20,912,522	.016226	339,326.58
1940	421,752	.004450	1,876.79	21,831,754	.016211	353,914.56
1941	424,493	.003200	1,358.37	23,162,529	.017479	404,834.68
1942	425,863	.003900	1,660.86	24,572,586	.017500	430,020.25
1943	427,502	.001000	427.50	25,181,804	.017685	445,340.20
1944	427,884	.000822	351.72	25,606,749	.017529	448,860.70
1945	435,522	.003000	1,306.57	26,323,437	.015311	403,038.14
1946	443,364	.005500	2,438.50	27,691,882	.013528	374,615.77
1947	447,852	.005450	2,440.99	30,124,843	.012288	370,174.07

*Missing from Record
#No Record

it had an assessed valuation of only $65,782 and raised only $51.95 for educational purposes, while in 1947 it had an assessed valuation of almost one-half million dollars ($447,852) and collected for the payment on the buildings $2,440.99 for that one year. There is reason to believe that the increase in assessed valuation since World War II has not kept pace with the increase in true valuation of the property in the district. When one realizes that a large assessed valuation makes it possible to keep the rate of taxation low and, conversely, that when the assessed valuation is low the rate must be high, the figures in the table have significance in that they show to what extent the Mountain View school district was able to have good school buildings and how conditions have changed from 1909 to 1947.

The graph in Figure 2 on the following page shows a marked fluctuation in assessed valuation of the district during the years 1909 through 1947, the year 1930 showing the highest peak of assessed valuation for the district during thirty-eight years.

Table II, on page 52, shows the wealth or assessed valuation behind each child in average daily attendance from 1909 to 1947. The table shows that in 1909 it was $3,462; in 1923, $14,099; and in 1947, $5,032. It would indicate that in 1923 Mountain View was over four times better able to have good buildings and equipment than in 1909, and

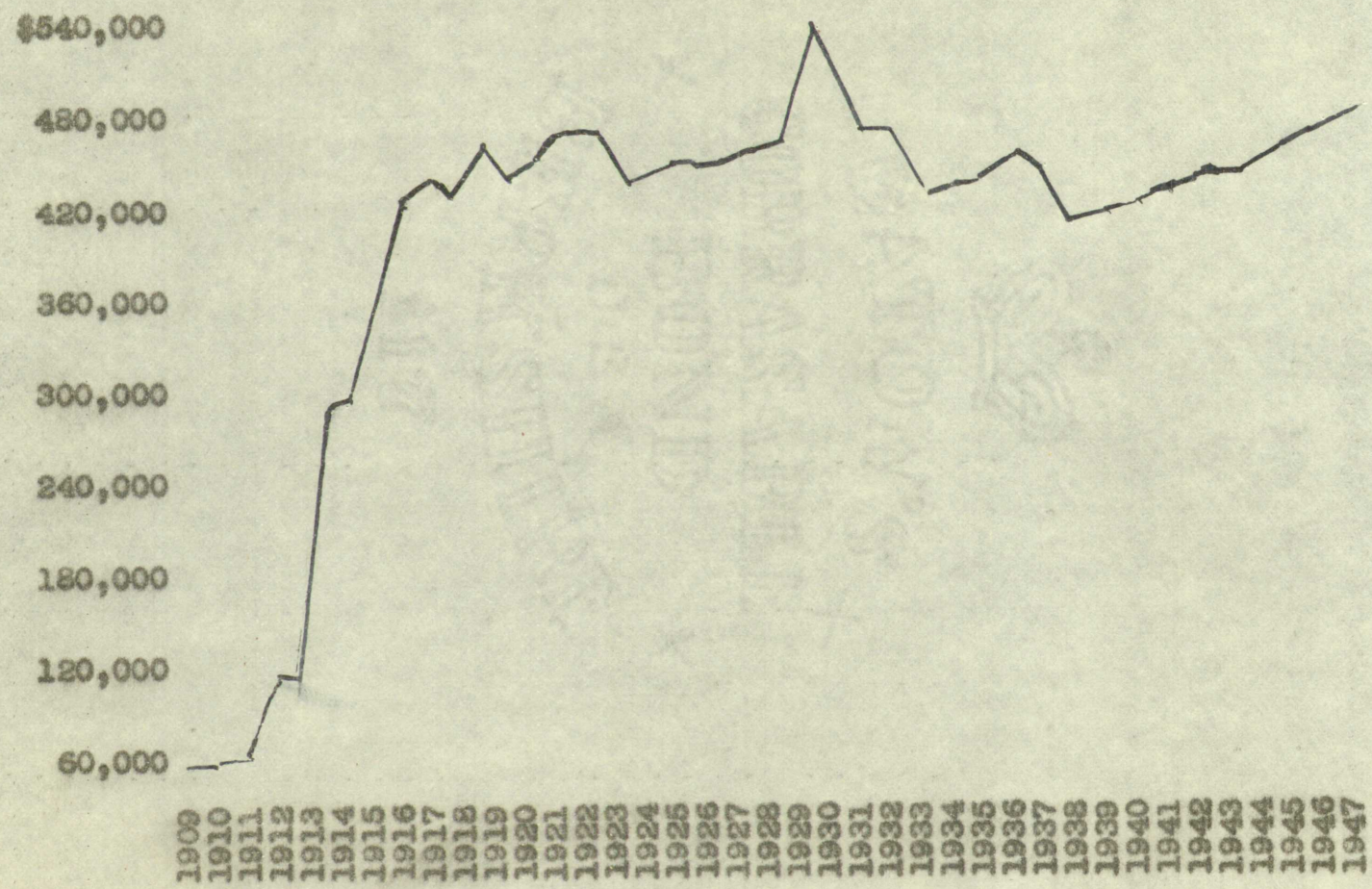

FIGURE 2

ASSESSED VALUATIONS OF MOUNTAIN VIEW DISTRICT

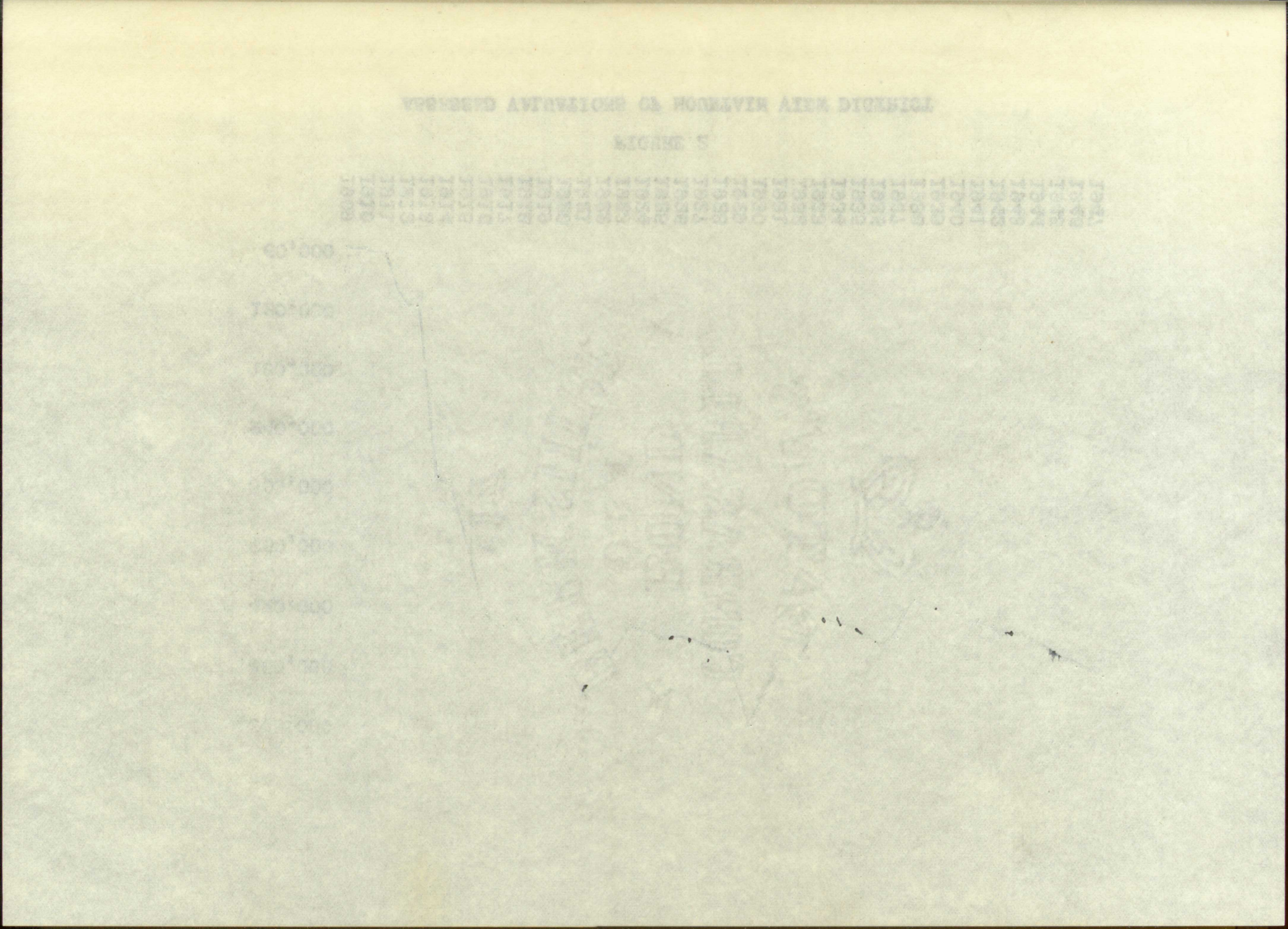

TABLE II

WEALTH BEHIND EACH CHILD IN SCHOOL
CALCULATED FROM ASSESSED DISTRICT VALUATION
AND AVERAGE DAILY ATTENDANCE, 1909 TO 1947 INCLUSIVE

Year	Assessed Valuation of District 15	Average Daily Attendance	Amount of Wealth Behind Each School Child
1909	$ 65,782	19	$ 3,462
1910	66,055	28	2,859
1911	70,842	32	2,214
1912	96,842		
1913	96,987	26	3,730
1914	297,842	30	9,928
1915	300,000	36	8,333
1916	435,802	40	10,720
1917	454,902	42	10,131
1918	453,105	45	10,071
1919	464,215	43	10,795
1920	455,183	47	9,685
1921	456,279	46	9,919
1922	466,286	37	12,602
1923	465,290	33	14,099
1924	426,982	40	10,674
1925	No Record	41	---
1926	427,120	45	9,478
1927	427,030	50	8,541
1928	429,610	36	11,933
1929	433,796	32	13,556
1930	427,416	38	14,085
1931	476,200	37	12,816
1932	474,435	53	8,951
1933	428,008	57	7,509
1934	420,894	63	6,681
1935	420,894	66	6,528
1936	435,777	49	8,893
1937	434,055	53	8,189
1938	419,689	58	7,236
1939	420,683	55	7,648
1940	421,752	60	7,029
1941	424,493	73	5,815
1942	425,863	72	5,915
1943	427,502	75	5,700
1944	427,884	49	8,732
1945	435,522	62	7,024
1946	443,364	87	5,097
1947	447,852	89	5,032
		Total	$316,769
	Average wealth behind each child		8,336

about three times better able than in 1947. Here again it is reasonable to believe that the disparity between assessed valuation and true valuation is greater today than it was in 1923. It is known that land in the district has actually sold for from $300 to $500 an acre, and there is no better index of the true valuation of property than the price it sells for. These facts indicate that Mountain View should be able to supply better equipment and buildings at present than it did in the earlier years when the burden of both maintaining the school and supplying the building had to be borne by the immediate district.

Table III, on page 54, shows the personal gifts and donations for the benefit of Mountain View School and also the appropriations through the action of the county authorities.

TABLE III

PERSONAL GIFTS AND APPROPRIATIONS FOR BUILDINGS AND EQUIPMENT FROM 1911 TO 1947

Year	Source	Purpose	Amount
1911	Donated by Loudon and Bowers	Building of one Room	$ 279.82
1920	Donated by Community	For hardwood floor	400.00
1920	Appropriated through action of Bernalillo County Board of Education	Additional room and installation of kitchenette and furnishings	4,500.00
1920	Appropriated through action of Bernalillo County Board of Education	Furnace heating system	1,135.40
1938	W. P. A. Project	Rebuilding of north room and installation of new toilets	3,000.00
1947	Appropriated through action of Bernalillo County Board of Education	Two additional rooms and new kitchenette and furnishings	10,000.00
		Total	$19,315.22

CHAPTER VI

TEACHER AND PUPIL PERSONNEL

The community of Mountain View is a cosmopolitan melting pot of many nationalities, as indicated by the names of the graduates and those having attended the school. The community has been, since the founding of the school, predominantly Anglo-American. In recent years more Spanish-American families have come to make their homes in Mountain View; however, more and more Anglos have moved in and the Anglos predominate. From the religious standpoint the community is about equally divided between Protestant and Catholic. The people live harmoniously and prosperously; many are dairyman farmers, while others are employed in Albuquerque and make their homes in Mountain View.

Alfalfa is the chief farm product. As most of the available farming land is under the Middle Rio Grande Conservancy District there is ample water for this main hay crop. Some corn and other grains are grown but not so extensively as alfalfa, since alfalfa produces a greater yield per acre, producing three to four cuttings each growing season. Many of the dairymen raise alfalfa for their dairy herds and other livestock.

One of the greatest problems of small rural schools such as Mountain View is that of teacher tenure. Teachers

do not remain in the community long enough to become established as leaders. Consequently, no settled school policy or practice develops. Since its organization this school has had the continuous service of only two teachers for as long as five years. These two were Emma Garricks, who taught five years, and Blanche Fleming, who served the district for seven years. On the following page, in Table IV, is a complete list of teachers with years and terms of service.

Although the school was started in 1909, there were no eighth grade graduates until 1915. During the thirty-eight years of existence of the Mountain View School, more than a thousand different children have attended school there. The 272 children who were graduated from Mountain View were mostly from long-time residents of the community, most of them having spent the eight years of elementary school days at Mountain View. Some of the children attended high school and college, but for many the education they received at Mountain View was all the schooling they ever had. However, there are several graduates of Mountain View who later received bachelor's degrees and a few who received master's degrees. Following Table IV will be found a complete list of the eighth grade graduates of Mountain View School as well as the names of those students enrolled in Mountain View School from 1909 to 1947.

TABLE IV

TEACHERS AT MOUNTAIN VIEW
FROM 1909 TO 1947 INCLUSIVE

Date	Teachers
1909-10	Elizabeth Fox
1910-11	Mary Miller
1911-12	Lola B. Giesler
1912-13	Edna McChesney
1913-14	Edna McChesney
1914-15	Hazel Wolfe Edith Kendall
1915-16	Hazel Wolf Edith Seth
1916-17	Lucy Culberson Edith Seth
1917-18	Edna Andrews Miss Ross
1918-19	Edna Andrews Anna Hull
1919-20	Helen Darrow Anna Hull Mr. Scyler
1920-21	Mr. Scyler Elda Grayson Naomi Loudon
1921-22	Mr. Scyler Emma Garricks Naomi Loudon
1922-23	Emma Garricks Charlet D. Smiley

TABLE IV (continued)

TEACHERS AT MOUNTAIN VIEW
FROM 1909 TO 1947 INCLUSIVE

Date	Teachers
1923-24	Emma Garricks Charlet D. Smiley
1924-25	Emma Garricks Charlet D. Smiley
1925-26	Emma Garricks Fay Bowers
1926-27	Bertha Bower Fay Bowers
1927-28	Lola B. Giesler Rosamond Giesler
1928-29	Lola B. Giesler Rosamond Giesler
1929-30	Dell Bowers Louise Sanchez
1930-31	Dell Bowers Louise Sanchez Nevarez
1931-32	Dell Bowers Louise Sanchez Nevarez
1932-33	Blossom Nanna Alfred White
1933-34	Vera Herby Maywood Sharp
1934-35	Lilla Russel Vera Herby
1935-36	Lilla Russel Helen Tinklepaw

TABLE IV (continued)

TEACHERS AT MOUNTAIN VIEW
FROM 1909 TO 1947 INCLUSIVE

Date	Teachers
1936-37	Lilla Russel Helen Tinklepaw
1937-38	Clarissa Howard Jewel Burns
1938-39	Clarissa Howard Jewel Burns
1939-40	Thomas Laird Sara Agnew
1940-41	Glenn Simpson Blanche Fleming
1941-42	Glenn Simpson Blanche Fleming
1942-43	Blanche Fleming Carrilla James
1943-44	Blanche Fleming Carrilla James
1944-45	Blanche Fleming Betty Jo Hatch
1945-46	Blanche Fleming Alice Shaw
1946-47	Blanche Fleming Alice Shaw Edith Laurent (three months only)
1947-48	Rosamond Giesler Mrs. Romero Mrs. Bradford

EIGHTH GRADE GRADUATES, MOUNTAIN VIEW SCHOOL

1915

Fleecy Bowers
Reva Bowers
John Chavez
Dick Lindly
Frank Schulmeister
Ted Wagnaford

1916

Joe Demeria
Arthur Lyckman
Hazel Reifsnider
Bertha Schulmeister
Max Serra

1917

Manuel Chavez
Ramon Chavez
Ben Serra
Ida Serra

1918

Hugh Bowers
Ollie Bowers
Olen Coen
Roy Loudon
Andy Scrambaleni
Esther Serra

1919

Fay Bowers
Merlin Bowers
Ray Coen
Thelma Peck
Mary Scrambaleni
Glory Templeton

1920

Clara Beering
Edgar Beering
Winnie Coen
Thelma Farr
Laura Garricks
Ward Lightfoot

1921

Felix Lopez
Greta Scrambaleni
Joe Serra
Comfort Tait

1922

Dick Myers
Rayas Reese
Pasqual Sandoval
Saddie Scrambaleni
Henri Serra

1923

Bill Myers
Irene Sandoval
Mike Scrambaleni
Verna Staute

1924

Dell Bowers
Nell Bowers
Edgar Bryant
Miguel Chavez
Helen Myres
Harris Narrenii
Dorothy Schulmeister

1925

Berniece Narrenii
Burtini Narrenii
John Rockenbaugh
Elasia Reese
Wilma Saint Clair

1926

Mildred Adams
Ben Lopez
Tommy Myers
Felix Narrenii
Bernardo Vallegos

1927

Frances Butler
Pete Chavez
Carl Coen
Tony Gonzales
Margaret Myres
Emma Narrenii
Floyd Narrenii
Harold Philips
James Rockenbaugh

1928

Joe Aragon
Bill Gray
Pete Meskey
Laurence Neese
Luis Reyes
Elmer Rockenbaugh

1929

Adalida Aragon
Josephine Chavez
Edith Gonzales
Zenovia Gonzales
Crail Hammond

1930

Alfonso Chavez
Leon Few
Jimmy Philips

1931

Hendrigeta Apodaca
Don Burroughs
Bulah Cox
Arthur Green

1932

Charles Bryant
Charletta Bryant
Lucy Chavez

1933

Peggy Allen
Nancy Apodaca
David Anaya
LeRoy Brown

1934

Lucy Alderete
Edgar Beel
Geraldine Beezly

1935

Joan DeBeck
Billy Mills
Matty Tessman

1936

Billy Bachini
Merldine Mills
Barney Tessman
Helen Zartman

1937

Mary Aragon
Jack Carter
Lucile Coal Cole
Joe Gonzales
Patsy Phelan

1938

Lucy Anaya
Lee Barte
Betty Jane Gray
Demetria Griego
Jane Hardenbrook
Kenneth Henry
Bob Hughs

1939

Georgine Barte
Earnest Chavez
Bob Gonzales
Nester Griego
John Tessman

1940

Micky Carter
Betty Dohl
Janis Smith
Curtis Tessman
Jimmy Zartman

1941

Valgene Brazel
Andy Chavez
Delevina Chavez
Louis Coen
Ellsworth Conden
Paul Evanson
Lucisalo Gallegos
Bruce Hartline
Roy Olson
Tatch Ray

1942

Roselee Coen
Maxine Garricks
Albie Griego
Douglas Phelan
Tommy Phelan
Bob Smith

1943

Lucky Besent
Billy Louise Carter
Isabel Chavez
Billie Dohl
Joe Sandoval

1944

Dawn Carter
John Chavez, Jr.
Juanita Chavez
Carl Dohl
Joe Sandoval

1945

Bobby Rhodes
Erlinda Sandoval

1946

Berniece Bell
Byron Bowers
Mayben Bowers
Benny Chavez
Mercy Chavez
Wayne Dohl
John Mueller
Estella Revera
Charles Tarter

1947

Addie Allen
John Beel
Melda King
Fermine Lujan
Bonnita Tarter

STUDENTS ENROLLED IN MOUNTAIN VIEW SCHOOL, 1909-1947

Mildred Adams
Thelma Adams
Vera Adams
Ronald Agnew
Alice Airs
Marvin Aldrich
Gillie Alderete
Lucy Alderete
Nelly Alderete
Serra Alderete
Addie Allen
Alliene Allen
Billy Allen
Peggy Allen
Allie Anaya
David Anaya
Delfie Anaya
Mercid Anaya
Pete Anaya
Toni Allene Anthony
Arsenia Apodaca
Calalina Apodaca
Hendrigeta Apodaca
Nancy Apodaca
Adalena Aragon
Joe Aragon
Rosella Aragon
Lorenza Armijo
Mary Armijo
Roger Arnold
Emma Baca
Frank Baca
Lugarda Baca
Mary Baldonado
Lucky Beasent
Billy Bachinni
Georgene Barte
Lee Barte
Edgar Beel
Jack Beel
John Beel
Clara Beering
Edgar Beering
Ruth Beering
William Beering
Geraldine Beezly
Berniece Bell
Ella Bell

Abbie Blaine
William Blaine
Narnia Blaine
Clarence Bond
Byran Bowers
Dell Bowers
Fay Bowers
Fleecy Bowers
Hugh Bowers
Ila Pauline Bowers
Mayben Bowers
Merlin Bowers
Ollie Bowers
Nell Bowers
Reva Bowers
Diana Boyer
David Boyer
Marcia Boyer
Phillip Boyer
Eddie Brown
LeRoy Brown
Ralph Brownhoetz
Buddy Bryant
Charalota Bryant
Edgar Bryant
Barbara Bryants
Jean Bryants
Frances Butler
Virgil Butler
Don Burrough
LeRoy Capeland
Billie Louise Carter
Dawn Carter
Jack Loudon Carter
Winona Ruth Carter
Gillie Castillo
Mathis Castillo
Ramon Castillo
Alfonso Chavez
Andy Chavez
Barbara Chavez
Ben Chavez
Bennie Chavez
Delores Chavez
Deluvina Chavez
Earnest Chavez
Eddie Chavez
Felix Chavez

Frank Chavez
Isebel Chavez
Johny Chavez
Josephine Chavez
Juan Chavez
Juanita Chavez
Lucy Chavez
Manuel Chavez
Mela Chavez
Mercy Chavez
Mike Chavez
Mike Chavez, Jr.
Nancy Chavez
Pacita Chavez
Pete Chavez
Philipato Chavez
Rita Chavez
Roman Chavez
Allen Clauson
Georgia Clements
Glades Clements
Carl Coen
Olen Coen
Ralph Coen
Ray Coen
Rosalee Coen
Winnie Coen
Verda Coen
Melford Coffee
Harry Cole
Jerry Collins
Howard Conley
Judy Connon
Alto Cotter
Buela Cox
Frances Crayven
Wesley Davis
Herald Day
Anton Day
Joan DeBeck
Epilfonio Delaro
Joe Demario
Carl Dohl
Betty Dohl
Billie Dohl
Wayne Dohl
Fedencio Duran
Delmer Dye
Jimmy Dye
Paul Eavenson
Processo Elwell
Rebecca Elwell
Charley English
Juanita Evertt
Thelma Farr
Americo Few
Harrison Few
Leon Few
Robert Fleming
Florence Ford
Shirley Freeman
Dick Gabaldon
Edwin Gallegos
Ida Gallegos
Johnnie Gallegos
Lola Gallegos
Lugarda Gallegos
Theodor Gallegos
Trinidad Gallegos
Laura Garricks
Maxine Garricks
Donald Gater
Jackie Gater
Mary Gater
Michel Gaylord
John Gonzales
Jose Gonzales
Linny Gonzales
Alice Gould
Charley Gravelly
Betty Jane Gray
Delmar Grell
Donald Grell
Arthur Green
Mary Griffin
Virginia Griffin
Albie Griego
Angelina Griego
Anna Griego
Beatrice Griego
Cipriana Griego
Demetria Griego
Frank Griego
Crail Hammond
Frances Hance
Kenneth Hanson
Lily Bell Hanson
Violet Hanson

Jane Hardenbrook
Wilber Hardenbrook
Ella Harland
Ralph Harland, Jr.
Ray Harland
Bruce Hartline
Mary Ann Hartline
Ester Hatley
Floyd Hatley
Jack Hatley
Loyd Hatley
James Hay
Kitty Hay
Douglas Knight Hayes
James Fay Hayes
Henry Henderson
Buddie Henry
Chester Henry
Kenneth Henry
Dorothy Hensen
Elma Herd
Verna Heyman
Terry Higgins
Effie Hines
Frances Hines
Frank Hines
Charles Kinkle
Laura Mea Hinkle
Selma Hinkle
Roy Lee Honeycutt
Germaine Hood
Regina Hood
Bob Hughes
Vernin Hughes
Abel Hurbina
Andres Hurbina
Marie Hurbina
Oralia Hurbina
Mary Margaret Jaramillo
Mary Rose Jaramillo
Grant Johnson
Marlowe Johnson
Nancy Johnson
Nellie Johnson
Florence Johnston
Alberta Jojola
Joseph Jojola
Lupita Jojola
Mary Jojola
Richard Jojola

Jane Karven
Juel Karven
Betty King
Joe King
Melda King
William Korver
Florance Kreamer
George Kreamer
Martha Kreamer
Maxine Lee
Anna Lee Lightfoot
Ella Lue Lightfoot
Ward Lightfoot
Dick Lindly
Molly Lindly
Agnes Logsdon
Clayton Logsdon
Leo Logsdon
Ben Lopez
Felix Lopez
Joe Lopez
Migial Lopez
Louise Loudon
Naomi Loudon
Robert Loudon
Roy Loudon
Thelma Loudon
Irene Lucero
Mike Lucero
Pete Lucero
Fremin Lujan
Arthur Lyckman
Evelyn MacPherson
Irene MacPherson
Robert Malone
Aron Mangum
Emery Mangum
Velma Mangum
Patsy Manning
Wanda Manning
Carmel Martinez
Gerald McDonald
George McGuire
Robert McGuire
Edward McKinley
Beryl McNabb
Wayne McNabb
Joe Mesa
Pete Meskey
Maria Milikush

William Milikush
Robert Miller
Billy Mills
Merldine Mills
Robert Mitchell
Myrtle Moltby
Trinny Montoya
America Morales
Craig Moulden
Billy Mueller
Delories Mueller
Fritzie Mueller
Johny Mueller
Helen Mueller
Hilery Mueller
Anthony Munkavich
Maybelle Munkavich
Juanita Murry
Larry Murry
Milton Murry
Billy Myres
Dick Myres
Dolly Myres
Helen Myres
Tommy Myres
Afalia Narrenii
Bernice Narrenii
Burtini Narrenii
Emma Narrenii
Felix Narrenii
Floyd Narrenii
Harris Narrenii
Lilly Narrenii
Nettie Narrenii
Laurence Neese
Bobby Olson
Dorais Olson
Charlene O'Neal
Dorothy O'Neal
Mary O'Neal
Dorlene Palmer
Carol Ann Parks
Clara Peck
Genevia Peck
Thelma Peck
Billy Penny
Richard Penny
Elmo Petre
Faith Petre
Philip Petre
Bonnie Phelan
Douglas Phelan
Florence Phelan
Pattie Phelan
Tommy Phelan
Benjamin T. Philips
Harold Philips
Jimmy Philips
Stella Pino
Paul Polsen
Dennie Prather
Marie Prather
J. B. Quinn
Camila Ramirez
Filipe Ramirez
Donald Ramos
Darrnell Redfearn
Lerky Redfearn
Elasia Reese
Elsie Reese
Epetasio Reese
Maria Reese
Rayas Reese
Claudia Reifsnider
Hazele Reifsnider
Milton Reifsnider
Tommy Reifsnider
Annie Reulia
Lita Revera
Mira Revera
Luis Reyes
Bobby Rhodes
Leo Rhodes
Annie Rivera
Carpio Rivera
Lita Rivera
Tony Rivera
Estella Riverta
Arlen Roberts
Daisy Lee Rochester
Conn Rockenbaugh
Elmer Rockenbaugh
James Rockenbaugh
John Rockenbaugh
Adalina Romero
Felix Romero
Margaret Romero
Ostellano Romero
Preciliano Romero
Betty Roming

Jane Roming
Wilma Roming
Elmer Ruiz
Vivian Ruiz
Clara Rust
Pauline Rust
Richard Rust
Jimmy Saint Clair
Wilma Saint Clair
Donald Sanders
Christina Sandoval
Erlinda Sandoval
Feliciano Sandoval
Irine Sandoval
Jose Sandoval
Martin Sandoval
Max Sandoval
Rafeal Sandoval
Pasqual Sandoval
Senida Sandoval
Bertha Schulmeister
Dorothy Schulmeister
Frank Schulmeister
Richard Schulmeister
Andy Scrambaleni
Greta Scrambaleni
Mary Scrambaleni
Mike Scrambaleni
Sadie Scrambaleni
Ben Serra
Ester Serra
Henri Serra
Ida Serra
Joe Serra
Max Serra
Charles Leslie Shaw
Betty Shirk
Charls Shirk
Betty Lue Sims
Charles Sims
Emelee Sims
Bob Smith
Herbert Smith
Jack Smith
Janice Smith
Terry Smith
Wallace Smith
Wendell Smith
Elmer Soderstadt
Johny Soderstadt
Pauline Soderstadt
Douglas Spain
Gloria Mea Speller
Judith Kay Sprunger
Harry Stanly
Verna Stout
Jack Stricker
Comfort Tait
Virgil Tait
Patience Tartar
Benita Tarter
Charles Tarter
Lola Tarter
Glory Templeton
Barney Tessman
Curtis Tessman
John Tessman
Mattie Tessman
Larry Lee Thatcher
Bernardo Vallegos
Eliseo Vallegos
Amado Vigil
Ted Wagnaford
Timmy Ward
Gene Watkins
Anita Whaley
Ray Whitehurst
Ott Williams
Teddy Williams
Betty Wilson
Elnora Wilson
Bobby Woods
David Zartman
Helen Zartman
Jimmy Zartman
Lucy Zartman

CHAPTER VII

SUMMARY

Education is the most valuable asset in human advancement and happiness, and the desire that their children and the children of the Mountain View School District obtain these advantages was undoubtedly the reason Mr. Loudon and Mr. Bowers chose to establish this school and fought so valiantly to gain their purpose. These men, though they themselves had not advanced far in the schools, were well educated through travel and experience and they fully realized that education was the greatest wealth they could give to the coming generation of citizens. Realizing the need of a school for all children of the fast-growing community, they were tireless in their efforts to conquer the obstacles that arose. Because of the undefeatable spirit of the pioneer people of this community and their willingness to cooperate in all the hardships, their children had the educational advantages they would not have been able to have otherwise.

In other words, the children were given educational advantages over many other rural communities whose adults possessed less courage. And true enough, a number of these very first pupils of Mountain View School are important figures in world affairs today.

The early years of Mountain View School presented the problem of educating the community children, there being no public school in or near the district. Through the untiring and courageous efforts of the local people, a public school was provided for the children in 1909. There were no available county or district funds for a school, and the people, through the organization of a committee by R. W. Loudon and J. S. Bowers, provided for a small room and a teacher, the salary of whom was paid by donations of the people.

In 1911 an acre of land was donated to the district by Martin Henrickson and a schoolroom was erected, the building materials furnished by Mr. Loudon and Mr. Bowers and the labor by various community members.

New Mexico became a state in 1912 and the county schod superintendent and school board assumed the responsibility of maintaining Mountain View school; however, the local people donated the money to put a hardwood floor in the schoolroom.

Building improvements under the county were first launched under Mrs. Wilson's administration in 1919-20. An additional room was added as well as a steam heating system, the project costing the county of Bernalillo and the local district $5,635.40.

Under Miss Easterday's administration another acre of land was bought and paid for by the county board of

education in 1936, enlarging the playground and providing for a tree planting project. However, the trees were never planted because of water shortage on the school grounds.

In 1938 Mountain View received $3,000 worth of building improvements, including new toilets, under the W. P. A. School Building Project. The community added to the improvement of the school by sponsoring a hot lunch program.

The community has advanced in wealth and population during the thirty-eight years of Mountain View's existence. In 1909 land in the district could be bought for $3 to $5 an acre, whereas some land in this community has recently been sold for $300 an acre. However, the assessed valuation of land in this district is not unreasonable, the average assessed wealth behind each child in school being about $8,000. Mountain View received in 1947, $10,000 worth of building improvements.

A search of personnel records shows that 272 children have been graduated from the eighth grade at Mountain View and that more than a thousand different pupils have attended the school. Prior to 1920 the education received at Mountain View was about all the education many of the pupils ever had, since at that early date there were no school busses transporting children to high school as there are today. Since 1920 most of the graduates from Mountain View have attended

high school, many of them having graduated.

From the beginning, the school has been credited with having excellent teachers. Many of the teachers held bachelor's degrees, and those who did not were well experienced. Thirty-six different teachers have been employed during the life of the school.

It might be said the pattern of procedure in the establishment of the Mountain View School District followed the usual procedure of rural school establishment throughout the Western States in that it was started and fostered by the people themselves rather than by decree of county and state authorities.

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Chavez, John	December 10, 1947
Chavez, Pete	March 6, 1948
Chavez, Romon	April 1, 1948
Easterday, Margaret	March 15, 1948
Fleming, Blanche	April 6, 1948
Giesler, Lola B.	December 15, 1947
Henrickson, Mrs. Charles	March 7, 1948
Jacobson, John	December 10, 1947
McCullum, Dr.	December 15, 1947
Milne, Marie Balling	January 7, 1948
Myers, Mrs. R. D.	January 4, 1948
Nanninga, S. P.	February 1, 1947
Phelan, Charles	March 7, 1948
Rockenbaugh, Elmer	April 6, 1948
Schulmiester, Frank	December 4, 1947
Tartar, Louise Loudon	December 2, 1947
Wiley, Tom	December 10, 1947
Wilson, Mrs. John	January 7, 1948

IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

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